DOCUMENT RESUME

ED 332 031 CE 058 018

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TITLE Georgia 4-H Consumer Judging.
INSTITUTION Georgia Univ., Athens. Cooperative Extension Service.
PUB DATE Oct 88
NOTE 56p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Behavioral Objectives; Consumer Economics; *Consumer Education; *Decision Making; *Extension Education; Home Management; Instructional Materials; Intermediate Grades; Judges; Junior High Schools; Learning Activities; Middle Schools; Money Management; *Purchasing; Student Organizations; Student Projects
IDENTIFIERS *4 H Programs; Georgia

ABSTRACT

Materials are provided for a consumer education activity designed to help teenagers make knowledgeable, rational decisions when purchasing goods and services. A student manual describes how the activity--a consumer judging contest--works. Information is provided on how consumers make decisions. Topics include: needs versus wants; sources of information on products; why people shop where they do; advertising advice; tips when shopping the sales; decision making; and consumer's rights and responsibilities. The final section provides information on how to be an expert judge. The manual is followed by the following materials: a brochure on the activity; contest registration form; information on both junior and senior consumer judging, including objectives, project procedure, project awards, and special regulations; and a list of consumer judging resources, such as videos, multimedia kits, computer programs, magazines, and catalogs. Two lesson plans on consumer judging are provided. Components of each are: title; objectives; time; lists of supplies, materials, and props; and content outline that correlates narration with visuals and student participation. Some additional example situation statements complete this packet of materials. (YLB)

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Georgia 4-H Consumer Judging

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Georgia 4-H Consumer Judging

HOW THE CONTEST WORKS

You've already proven you're a sharp decision-maker, just by deciding to learn more about Consumer Judging! You're going to do well in this activity, we can tell already.

You're eligible to compete in 4-H Consumer Judging as part of a *Junior team* for Cloverleaf and Junior boys and girls, or as part of a *Senior team* for Senior boys and girls. Your county may have a maximum of 10 Junior team members and 10 Senior team members.

We developed this program because we want to help you learn how to:

- $ Make knowledgeable, rational decisions when purchasing goods and services.
- $ Select, use, maintain and dispose of goods and services in ways that maximize their resources.
- $ Obtain goods and services to meet needs and reflect lifestyles, personal values and goals.
- $ Act as responsible consumer-citizens with an understanding of the rights and responsibilities of the consumer, business and government.

The Consumer Judging contest is designed to see how well you've learned to do those four skills. The contest is made up of five classes of items. Each class contains four similar items, numbered one, two, three and four and has an accompanying situation statement. This statement describes a consumer and gives the needs to be considered when he/she makes a decision to purchase the item. Factors influencing these needs include the person's age, sex, available money, lifestyle, school or job status, preferences or other requirements which depend on the item given and the individual in the situation.

The Judging Procedure

For each class, you read the situation statement, examine the four items and make a decision on the placing. You should rank the items in order from best to worst choice; then mark the placing on a standard judging contest card which you can get from your county Extension agent.

Juniors give oral reasons on one class. They judge classes one through five and then give oral reasons on class five. Seniors give oral reasons on two classes. They judge classes one through five and give oral reasons on the two classes designated as oral reasons classes.

For Juniors and Seniors a maximum of two minutes is allowed to present each set of reasons to the judge. You'll be given adequate preparation time to organize your reasons. Notes cannot be used.

Contest Scoring

The contest official determines the correct answers or rankings in each class of items. These rankings are called "placings" and they become the basis for scoring. In addition to placing, the official determines the cuts. Cuts indicate how close the official feels the pairs were (the lower the cut, the closer the pair), so cuts determine the penalty a contestant receives when his placings do not agree with the official.

Cuts may vary from one to eight for each pair of items within a class. The total for the three cuts may vary from three to 15. For instance, a cut of one indicates that the pair is almost the same. When you miss a pair with a cut of one, you are penalized one point. When you miss a pair with a cut of six, you are penalized six points.

For each set of oral reasons, 50 is also a perfect score. The reasons judge (who is not the same person as the contest official) listens for accurate, logical reasons, concise statements, logical, orderly thinking and accurate descriptions of items. Oral reasons are not judged on accuracy of placing.

Recognition

You receive an individual score and are eligible to compete for the contest's high individual award. Juniors and Seniors don't compete against each other. There are high individual awards for Juniors and for Seniors.

Junior and Senior divisions also have a high county team award. To compete for this recognition, your county must have a minimum of three Junior contestants or three Senior contestants. The three highest scoring Junior or Senior 4-H'ers make up the county team in each age division.

The top two high county Senior teams from each area contest compete in the state finals where the state winning team and the state's high individual are chosen.

Good luck in your competition, but remember, you've already earned a life-time's worth of consumer skills just by preparing for Consumer Judging competition.

Notes

HOW CONSUMERS MAKE DECISIONS

Decisions, decisions! Everyday we all make choices, for better or for worse. Sometimes it really doesn't make that much difference even if the wrong decision is made. For instance, if you decide to try a new candy bar that isn't exactly the greatest flavor, you haven't lost too much. But, let's say you buy a new bicycle with money you saved during the summer doing odd jobs. That's an important decision and you don't want to make a mistake. You need to be a *qualified consumer judge*. What does it take? Well, it takes thinking, inquiring and evaluating.

We've designed this manual to help you learn how to make wise consumer decisions. Begin by looking at what influences our reasons for making a purchase.

Needs Versus Wants

The best decisions are made when you consider your needs first. There are *basic human needs* that are essential to each of us:

- $ Survival - food, clothing, shelter.
- $ Safety and security - physical, economic.
- $ Social needs - a sense of belonging.
- $ Self-esteem - sense of self-respect, worthiness.
- $ Fulfillment - use of talents and creativity; meeting goals through your own efforts.

On the other hand, we all have *wants or desires*. Several factors influence our wants or desires and help create our own lifestyle. These go beyond basic needs and result in personal preferences that we develop as we live our lives:

- $ **Values**—Those ideas that are important to us.
- $ **Goals**—The aims or purposes that we decide to pursue. They may be *long-term goals* (to be achieved in 15 or more years) or *short-term goals* (those goals we want to achieve in 5 years or less).
- $ **Age and sex**—Your age determines many of your interests. Preferences are also different between boys and girls. Girls often are more interested in clothes and cosmetics, while boys are geared towards cars and sports.
- $ **Cultural background**—Various cultures develop preferences for clothing, food, music, etc.
- $ **Family influence**—Preferences often develop as a result of family heritage and opinions of family members. These preferences can often be beneficial because they are usually based on previous experiences. Opinions are given with your genuine interest in mind.
- $ **Peer pressure**—Peer pressure may increase the need for self-esteem and the desire to belong. Often this need is met by purchasing status symbols which imply financial success.
- $ **Advertising**—Decisions are greatly influenced by ads which seem to meet your own needs and desires. Some are "image builders." These are ads which use famous movie or tv stars to endorse products. When you buy those products, you feel better about yourself because a certain famous person used it. Some use "association" with famous people, such as sports stars. For instance, if you eat a certain cereal, you'll become strong like a popular athlete. Some build on "snob appeal," where only the best will do for you. And others use the "down-home" strategy, appealing to a natural lifestyle, no-frills person.

As you can see, there are quite a few influences which create desires beyond your basic needs. It's very easy to make ourselves believe that some of our wants are truly our needs. This is called "rationalization." Think about each of these influences before you make a decision and realize the impact they have upon your own wants and desires.

The Decision - Making Process

When you make a decision, follow these five steps:

1. Think through your reasons for needing to make the purchase.
2. Know what your resources are: available money, creative skills (for making an item rather than purchasing it) and free time.
3. Find out about your options — what do you have to choose from?
4. Gather information on the various options.
5. Select the option that best suits your needs.

Consider Your Options Before Your Buy

The market place is full of a seemingly endless number of choices available to you. Even the type places to shop seem almost endless. Before you make a decision on a product, consider the various options first. Some of these include:

- $ Department stores
- $ Variety stores
- $ Discount stores
- $ Specialty shops
- $ Shopping centers/malls
- $ Factory outlets
- $ Mail-order catalogs
- $ Home parties
- $ Classified newspaper ads
- $ Garage/yard sales
- $ Second-hand merchandise stores
- $ Convenience stores
- $ Door-to-door salesmen

When you have considered a purchase and identified places to shop, then it's time to gather information on the various products available in order to do some comparison. Some points to inquire about are:

- $ **Quality** - Check construction, features, etc.
- $ **Cost** - Compare between stores and between products.
- $ **Availability** - Check to see if it is in stock or will have to be special ordered.
- $ **Ready to use or some assembly required** - What skills does it take if assembly is required? Is other equipment needed to make it usable?
- $ **Warranty/guarantee** - Is it full or limited? A warranty should not be verbal, but written. A full warranty means that a defective product will be repaired or replaced without charge to the consumer. A limited warranty covers only parts spelled out in the warranty itself.
- $ **Reputation of dealer** - Is the dealer knowledgeable about the product? Well respected?

Sources Of Information On Products

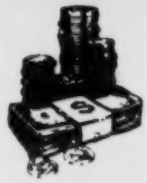
To find out the most you can about the products you're comparing, consider these sources for possible information:

- $ Family/friends
- $ Advertising
- $ Informational product brochures
- $ Catalogs
- $ Magazine/newspaper articles
- $ Consumer product-testing organizations (Consumers Union which publishes *Consumer Reports* and Consumer Research, which publishers *Consumer Research Magazine*.
- $ Stores
- $ Warranties/guarantees
- $ Seals of approval*
- $ Manufacturers

***Seals of approval,** such as UL (Underwriter Laboratory), AGA (American Gas Association), and AHAM (Association of Home Appliance Manufacturers) are given to products which meet certain standards set by industries or other private organizations.

Why Do People Shop Where They Do?

- $ **Prices** - Some people choose a store because of its low prices. They hunt for bargains.
- $ **Time** - Some shoppers choose a store because they get in and out quickly.
- $ **Convenience** - Some shoppers choose a store because of its convenient, easy to reach location.
- $ **Service** - Courteous and friendly service is the reason why many people shop where they do.
- $ **Status** - Prestige or status is important to some shoppers who need reassurance about their taste.
- $ **Credit** - Some shoppers choose to shop at stores where they can use credit or cash checks.
- $ **Individuality** - Some people will go out of their way to find unique or unusual items.



Dos and Don'ts When Shopping

Dos:

Do — read labels, seals, hang tags and instruction booklets. Ask questions, too. Get the facts before you buy. Keep the information about items you buy and use it to get the best performance and wear from your purchase.

Do — check warranties. Find out what is promised, who stands behind the promises and what you must do to benefit from a warranty.

Do —shop and compare to find the best values. Make comparisons on everything that's important in a purchase — delivery, credit and service. The telephone is a good shopping aid because it saves time and travel.

DO — read and understand contracts completely. Signing obligates you to terms of the contract. Contracts can be legally enforced. Know what promises you're making before you sign your agreement.

DO — consider the time, energy and money required to shop carefully for different items. Sometimes the amount you save by careful shopping isn't worth the cost of your time, energy and transportation.

Do — return a purchase that is damaged, did not provide reasonable wear or did not live up to the guarantee. That is your responsibility.

Don'ts:

Don't — make a spur of the moment decision to buy an item. It may cause you to spend your money on things you don't really need and may not want later. Take your time, think about your needs and wants and the amount of money you have.

Don't — be an "in-outer." When you try to buy everything that is "in," you usually end up "out" of money.

Don't — be afraid to say "no thank you" and not buy. Shopping takes time to compare price and quality. Consider also your needs and what you can afford.

Don't — fall for "something-for-nothing" gimmicks. Free gifts or bargains that are too good to be true are only bait to get your money. Merchants are in business to make a profit. Without making a profit, they go out of business. So, expect to pay a fair and reasonable price for goods and services.

Don't — buy an item or brand simply because it's expensive and you can impress others. "Snob appeal" buying isn't the wisest use of your money.

Advertising Advice

Advertising provides consumers with a great deal of useful information. The purpose of advertising is to sell a product or service through appeals which may be factual, emotional or both. Some of the basic emotional appeals are the desire:

- $ to be liked and accepted.
- $ to be attractive, especially to the opposite sex (sex appeal).
- $ for the new and different.
- $ to avoid fears and feelings of insecurity.
- $ to be "in" or popular.
- $ for success and independence.
- $ for status.
- $ to save money.
- $ to prove maturity.
- $ for safety and security.

You may find other emotions, hidden desires or even fears that influence your selection of goods and services. Think for a moment. Why do you buy mouthwash or toothpaste or deodorant? Why do you buy the brand you buy? Emotions, hidden desires and fears do influence our purchases.

Photography or artwork also plays an important part in much advertising. They may be used effectively to illustrate the product or service being sold. But they're often only remotely related to what is being sold, and instead, serve as "attention getters" through subtle emotional appeals.

As a teen you are the target for much advertising. To intelligently use advertising you should:

- $ Realize that most ads tell you about only the desirable qualities of a product.
- $ Learn to recognize what is not said as well as what is said in order to obtain useful information.
- $ Realize that exaggeration or "puffery" is often used in advertising.
- $ Understand the reasons why you buy certain products.

There are times when you can usually find better prices.

Notes

Cost Conscious Calendar

January

Watch for: Storewide pre-inventory sales, post-holiday clearances.

Possible Bargains: Clothing, shoes, jewelry, cosmetics, small appliances, radios, television sets, record players, books, cards, bicycles, cars and tires.

February

Watch for: Washington and Lincoln birthday sales, final winter clearances.

Possible Bargains: Hosiery, shirts, fabric, radios, stereo equipment, sports equipment, typewriters, art supplies, used cars.

March

Watch for: Store anniversary sales, special purchase sales.

Possible Bargains: Women's winter coats, hosiery, skates, ski equipment and luggage.

April

Watch for: Spring clothing sales.

Possible Bargains: Infants' and children's wear, lingerie.

May

Watch for: Memorial Day sales.

Possible Bargains: Handbags, lingerie, jewelry, clothes for the whole family.

June

Watch for: Summer sportswear sales.

Possible Bargains: Sportswear, menswear and tires.

July

Watch for: Summer clearances, after-Fourth-of-July sales.

Possible Bargains: Summer clothes, sportswear, swimwear, outdoor games, sporting goods and stereo equipment.

August

Watch for: Car clearances, back-to-school sales, last storewide clearances.

Possible Bargains: Men's clothing, coats for the whole family, swimwear, lamps, camping equipment, sporting goods and cars.

September

Watch for: Labor Day sales, home improvement sales, season ticket offers for entertainment.

Possible Bargains: Fabrics, bicycles, car end-of-year sales, car batteries, mufflers.

October

Watch for: Columbus Day sales.

Possible Bargains: Coat sales, school clothes, menswear, school supplies, cars and fishing equipment.

November

Watch for: Election Day sales, Thanksgiving Day sales.

Possible Bargains: Fall clothing and special purchases for holiday gifts.

December

Watch for: Day-before-holiday markdowns, after-holiday clearances.

Possible Bargains: Gift certificates, clearances of cards, gift wrap and decorations.

SALE

Tips When Shopping The Sales

Sales are held for many reasons:

- $ to make room for new products.
- $ to sell damaged or store worn items.
- $ to get customers to enter the place of business.
- $ or to get the buyer to try new products or services.

Shop at the start and close of a big sale. The first day offers the best selection, but the last day may bring further price reductions.

Inspect all sale items carefully before buying. Some retailers allow exchanges, some won't. Some merchants display a sign "all sales final." All "as is" items or slightly damaged items are the consumer's responsibility.

If you're making an important purchase, give yourself plenty of time to make a decision. Quick decisions sometimes cost money.

Be alert to factory seconds and irregulars. These items have flaws or imperfections. Examine each item carefully. Find the flaw and decide if it will make a difference.

Read all signs and ads carefully. A "special purchase" sign means the item was especially purchased for the sale. It was never sold at a higher price in that store. Goods sold at these special prices may be of good quality, but may not carry a familiar brand. These goods may offer a 15 to 25 percent reduction.

Newspaper and magazine coupon clippers get bargains, so find the scissors!

Look in the classified ad section of your newspaper for items you need. Buying person to person often saves dollars.

If you drive several miles to a less expensive store, check the gas gauge. You may be spending more on gas than you are saving.

Decision-Making List

Yes/No

_____ 1. Will my personal needs be met?

_____ 2. Will the purchase help me meet my long-range goals?

_____ 3. Will it save time?

_____ 4. Will my satisfaction be long or short-term?

_____ 5. Will my family/friends approve?

_____ 6. Will it prevent me from making more satisfying purchases later?

_____ 7. Are there other products or services that would be as satisfying?

_____ 8. Is quality equal to or better than other choices?

_____ 9. Will it last as long as the other choices?

_____10. Is the cost equal to or better than the other choices?

_____11. Is the warranty equal to or better than the other choices?

_____12. Is the manufacturer's/dealer's reputation equal to or better than the other choices?

_____13. Have I gathered enough information to make a good decision?

_____14. Is this the best choice overall?

_____15. Do I have money to pay for this product/service?

_____16. Is much time, effort, money needed for its use, care and upkeep?

Consumer's Rights and Responsibilities

As you are deciding among your options, consider your rights and responsibilities as a consumer.

The Consumer's Rights

- $ The Right to Safety — Consumers should be protected from products which are hazardous to health or life.
- $ The Right to Be Informed — Consumers should be protected against fraudulent, deceitful or grossly misleading information, advertising, labeling or other practices. Consumers should be given the facts they need to make informed choices.
- $ The Right to Choose — Wherever possible, consumers should have available a variety of goods and services at competitive prices.
- $ The Right to Be Heard — Consumer interests should be considered when government policy is developed.

Other Rights

- $ The right of all consumers to have equal access to goods and services which are available.
- $ The right to unhindered comparison of alternatives.
- $ The right to courteous treatment from dealers, even when a purchase is not made.
- $ The right to quality design and workmanship.
- $ The right to consumer education.

Just as the consumer has rights, there are responsibilities which should be carefully followed.

The Consumer's Responsibilities

- $ Keep up with legislation that affects the consumer.
- $ Be courteous and ethical when dealing with sellers.
- $ Use information provided by the manufacturer and the government concerning use, care, etc.
- $ Report any unsafe products to prevent others from being injured.

Consumer Profile: Who Am I As A Consumer?

Check the characteristics which are most like you and try to decide who or what influences you. Then remember these influences when you start to buy.

_____ You like to express yourself in your consumer choices.
_____ You sometimes buy things to feel important and gain status.
_____ You are influenced by advertising.
_____ You frequently buy on impulse.
_____ You handle money wisely.
_____ You take your purchases seriously.
_____ You have difficulty managing money.
_____ You aren't a comparative shopper when time and effort are involved.
_____ When you buy something, it must give you emotional satisfaction.
_____ You buy to attract the opposite sex.
_____ You must be convinced that you like something before you will buy it.
_____ You have a written plan for shopping.
_____ You take good care of things you buy.
_____ You sometimes buy to be "in" with friends and sometimes because your best friend has one.
_____ You are more likely to buy out of habit, rather than make conscious decisions.
_____ You are willing to stand up for your rights in the marketplace.
_____ You buy things because they are the "best" quality.
_____ You are a comparison buyer.
_____ You gather all the facts before you buy.
_____ You are a responsible consumer.

HOW TO BE AN EXPERT JUDGE

You use your best judgment everytime you make a purchase consciously or unconsciously, weighing factors like time, energy, price, quality and need. You decide how important each of these factors are and compare the weight of each factor to make your decision. In judging you do the same thing. You learn standards of quality for goods and services and then practice making comparisons. The more you practice, the easier judging becomes. Most judging champions say that once you learn to be a good judge, you can judge anything if you know the criteria and the terms for the category.

Consumer judging teaches the principles and methods of evaluating goods and services. These skills are used daily by any person who makes a purchase or chooses a service. Training in consumer judging can help you become a better consumer right now. And it's a skill you'll use all your life.

Future success can hinge on the ability to make the right decision at the time. Judging helps develop life skills in decision making, organizing thoughts and defending decisions orally. Practice in making decisions and supporting them with oral reasons gives you training in problem solving and decision-making you'll always need. The practice you get in thinking and talking in front of people when you give oral reasons has lifetime benefits, too.

Judging helps you develop:

1. Decision-making skills through study to gain knowledge of subject and application of decision-making process and recognition of standards of quality.

2. Self-confidence and skills in verbal expression through identifying reasons for choices made, using language of comparison, organizing thoughts and ideas in logical order, thinking and speaking spontaneously.

3. Consumer skills that carry over into other projects and everyday life.

Judging team participation develops a competitive spirit among team members and between teams. This form of competition can stimulate interest in being a better consumer. It rewards you for study and preparation, builds self-confidence, improves observation skills and develops memory. It teaches you to be convincing and builds an interest in production, trends and opportunities in the area of consumer products and services. Let's fact it. 4-H Judging is great!

To become a good consumer judge you must learn how to develop:

- $ A clear, definite idea or mental picture of characteristics of items.
- $ Quick and accurate observation skills.
- $ Sound judgment — ability to weigh and evaluate what you see objectively.
- $ Courage and honesty.
- $ A desire to excel.
- $ Ability to give good reasons.

Judging How-To

In judging you learn one thing at a time in small steps. It's easier to learn if you understand what you are doing. Practice makes learning easier. First recognize and appreciate the characteristics of the item. This study fixes an image of the ideal item in your mind. Judging practice forces you to expand your observation skills. You also learn how to become a better decision maker.

The basic principles of judging are the same for any item, even though characteristics may vary for each. Look for the strong and weak points of each item. This helps to form a habit of seeing the same characteristics in other problems. There is no substitute for a mind trained to see all sides of a problem. An able judge is always objective, free of prejudice and considers only the facts. An

honest appraisal of the differences between items and a decision based on sound reasons are the heart of judging.

Your first judging experience may have been so long ago that you can't recall it. When was the last time that you selected a favorite item from among several choices?

In judging you do your own work and learn to depend on your own judgment, not someone else's. As you develop confidence in yourself, others will have confidence in you, too.

There are several steps in judging:

1. Information

Be totally informed about the intended use of the item you evaluate. Learn the parts and their correct names, so that you can use them when making comparisons and giving reasons. Be aware of the relative economic differences between characteristics of each item. Compare the advantages and disadvantages different features offer the consumer.

Now you're ready to begin judging a class. Four items make up a class. The situation statement for the class will help you determine the needs of that consumer.

2. Observation

Take your first look at a class from a distance to get a clear overview of the whole class. Look for something that stands out. Then examine the items closer, individually. Observe each item carefully and evaluate how it meets or fails to meet the requirements necessary for the situation given. As you examine the items, make a mental picture of each.

3. Comparison

When you judge a class of items, you really should have five items in mind: the four in the class and the ideal item for the person in the situation statement. Recall the most desirable features of the items you have seen, then compare each item with others in the class to establish differences and similarities.

A class of four items may be divided several ways: an obvious top pair, an obvious middle pair or an obvious bottom pair; an obvious top item or an obvious bottom item; all may fall into place.

Next, make your decision. Try to "break" the class by finding the easiest placing first. It could be the top item or the bottom one or an obvious top, bottom or middle pair. Don't try to place it on little things; look for the big differences that affect use and cost.

When you have selected the top item, then place the others in order as they measure up to the top one.

4. Conclusion

Arrive at a logical ranking for the items based on the relative merit of usefulness to the situation given. Rank the items assigning them 1st, 2nd, 3rd and 4th places in the order you feel that they would meet the criteria established in the situation statement. Ask yourself:

- Were there differences and grants to note for each pair?
- Are there enough points to justify your placing?
- Did you change your placing after you began taking notes?

Developing a routine to gather information needed to place a class makes judging much easier. It does take some time and practice to develop this skill.

To help you learn how to place a class here are some ways to evaluate items:

- $ Take a quick look at each item and write down a placing based on your first impression. Many times first impressions are the best ones. Stick with yours unless close inspection gives you good reasons to change. If the class has an easy (close) top or bottom pair, note it and spend more time on the more difficult placings.

- $ Note each item. Spend about one minute per item and make notes of outstanding or detracting characteristics. Then place the items according to your close inspection. Compare your two placings. What did you notice on close inspection that reinforced your first decision or changed your mind?

- $ Place the class based on the situation characteristics required. Spend about one minute per item comparing the characteristics an item offers to meet the characteristics required for the situation. Then place the class based on these findings. Compare this placing with the other two. What did you see that reinforced your decision or changed your mind?

- $ Spend a few minutes taking notes on the class based on your total placing. Write a brief description of each item in order to recall the class, two to four definite differences in each pair and a list of all grants.

Judging Card

After you judge a class, the next step is to mark your placing on the official judging card. The card has the class number and your assigned contest number. Add your county's name. Then mark your placing on the correct card by circling the one group of four numbers that has the same four numbers as your placing. As you leave the class, hand the card to the group leader. For reasons classes make sure that the placing you mark is identical to the placing in your notes. Here's a sample judging card:

1234	Class _____	3124
1243		3142
1324		3214
1342	County _____	3241
1423		3412
1432	No _____	3421
2134		4123
2143		4132
2314	**CONSUMER JUDGING**	4213
2341	**Cooperative Extension Service**	4231
2413	**University of Georgia**	4312
2431	**College of Agriculture**	4321
	Athens	

To organize your reasons a set of short, simple easy to use notes may help. Use them as study aids before you present reasons to the judge. Do not read your notes to the judge or refer to notes while you speak. Notes should be used only to help you remember the class.

Here's a set of sample notes:

Class _____

Placing 1-2-3-4

	(ITEM) CRITICIZE	REASON	(PLACING) GRANT
TOP PAIR	1	Reasons For 1 Over 2	Grant To 2
MIDDLE PAIR	2	Reasons For 2 Over 3	Grant To 3
BOTTOM PAIR	3	Reasons For 3 Over 4	Grant To 4
		Criticize 4 And Place Last	

Reasons

The good judges are separated from the lucky guessers when reasons are given. Oral reasons are the most valuable part of judging because they help build confidence and develop skill to think and speak while on your feet.

The purpose of giving reasons is to convince the judge that you saw and evaluated the class correctly. Tell why you placed one item over another, and explain where and how one item is better than another using comparative terms.

Giving reasons may be the hardest part of judging, but the experience provides lifetime benefits. Why give reasons?

- $ to explain why you placed the class as you did
- $ to help you:
  - $ develop a system for analyzing a class.
  - $ develop a system for judging consumer goods and services.
  - $ get acquainted with consumer terminology.
  - $ state your thoughts more clearly.
  - $ improve speaking poise and presentation.
  - $ develop self-confidence.
  - $ improve your voice.
  - $ develop your memory.

It takes some natural talent to give reasons, but it mostly takes skills you can develop with lots of practice:

- $ accurate observation.
- $ vocabulary of correct terms.
- $ orderly system.
- $ ability to talk in a pleasant and convincing manner.

A good judge must be able to explain the reasons for the placing. Reasons should be accurate, organized, clear, complete, concise, interesting, sincere and presented in a pleasing and confident manner. Important points in giving reasons include:

ACCURACY is the most important part of giving reasons. A good set of reasons are worthless if the information presented is wrong. Tell exactly what you saw. Accurate comparisons convince the listener that you understood the class. You can make perfectly accurate comparisons even when your placing does not agree with the official. Do not say anything that is not true. Do not use a set of "canned" reasons.

ORGANIZATION is putting information in a logical order. Bring out major and general points first. Use a system in organizing and giving reasons. Your system will be determined by the way you placed the class and why. Was there a definite top and bottom item and a close middle pair? Or, was there a definite top pair and a definite bottom pair? Get to the point without repetition. Reasons should be organized, but not memorized. Train yourself to retain a mental picture of the items and the good and bad points of each.

DELIVERY is your ability to present your reasons in a pleasing, confident manner and to be easily understood and easily followed. Speak slowly and distinctly, but without hesitation. Use a conversational tone and speak loud enough to be heard. Speak with sincerity and state reasons in complete sentences using correct grammar. Keep the judge interested in what you have to say. The value of your accuracy may be lost in poor presentation if most of what you say doesn't get through to the listener.

Stand several feet from the judge with feet slightly apart and hands behind your back. Look the judge squarely in the eye, act with confidence and avoid distracting mannerisms.

Convincing delivery comes through many hours of hard work. Confidence, voice, posture and personal appearance combine to create a convincing image. These factors combined with accurate comparisons presented in an organized manner will help you become a good consumer judge.

COMPLETENESS is your ability to bring out all major good and bad points in your reasons. Avoid small points that may be close or controversial. Reasons should be brief; emphasize big things (make them impressive, interesting and sincere). Present the differences first on each pair. Point out the differences only; do not describe them. Claim strong points that make one item superior to the other. Then grant the advantages of other items. Be concise and definite. Don't hunt for something else to say. If you can't remember, move on to the next pair.

Criticism of the top item is given last. Never start reasons by criticizing the first place. You may grant an advantage to the second place rather than criticize the first place. End reasons with a strong, but concise statement of why you placed the last item last followed by a repeat of the class placing.

LENGTH should be no more than two minutes. This is adequate time to give well-organized and properly presented reasons.

TERMS should be simple, understandable, generally accepted words used to describe consumer goods and services. Know what appropriate terms mean and use them correctly when giving reasons. You must have a good vocabulary of consumer-related terms to give a good set of reasons. Using incorrect terms detracts from the value of what you say. Use comparative terms when describing characteristics of one item in comparison with those of another.

Eliminate unnecessary words or phrases that add nothing but more words to reasons. Examples of extra or undesirable words and phrases follow.

Don't Say	Instead Use
Item	Use Specific Name
I would like to see..	I criticize 2 because...
Kinds of; types	Use specific name
Number 2 over number 1	2 over 1
It	Item number
Lacks, an item lacks something	The item is (point out fault)
In the order of 2 over 1	2 over 1
I am placing	I place
I am criticizing	I criticize

How good are your reasons? The judge will assess the value of your reasons based on appearance, delivery, proper use of terms, accuracy of statements and importance of points covered.

Organization is the key to effective communications. The organization of reasons determines how easy it is to follow what you say. In giving reasons a class of four items should be divided into top, middle and bottom pairs. Different systems can be used. Here is one way that is logical, clear and easy to use - based on a placing of 1-2-3-4.

1. State name of class and placing

TOP PAIR

2. Reasons for placing 1 over 2, using comparative terms
3. Grants for 2 over 1, pointing out advantages of 2 in comparative terms
4. Criticisms of 2, using comparative or descriptive terms

MIDDLE PAIR

5. Reasons for placing 2 over 3
6. Grants for 3 over 2
7. Criticisms of 3

BOTTOM PAIR

8. Reasons for placing 3 over 4
9. Grants for 4 over 3
10. Criticisms of 4
11. Repeat class placing

Following this pattern, a sample class of reasons should be:

"I placed this class of _____, 1-2-3-4. In the top pair I placed 1 over 2 because 1 is _____

_____.

I grant 2 is _____

_____.

_____is also

_____than 2.

In the middle pair I placed 2 over 3 since 2 is_____

_____.

2 is_____

_____.

I admit that 3 is _____

_____than 2.

Coming to my bottom pair I placed 3 over 4 because 3 is _____

_____.

3 is_____

_____.

I put 4 last because it is _____

_____.

For these reasons (or therefore) I place this class of _____, 1-2-3-4."

Here's an example:

Nutritious Snack

Situation: Pat is planning to have an after-the-game party for some of his classmates and wants to serve fresh popped popcorn. He's planning to use his electric popper and needs to watch his costs carefully. Some of Pat's friends prefer no salt, and some want their popcorn salted.

Class Items: 1. Microwave Popcorn - Betty Crocker - 3 bags @ $2.19 for 24 cups popped.
2. Orville Redenbacher's Gourmet Popping Corn - $2.79 for 30 oz. unpopped - 90 cups unpopped.
3. TV Time Popcorn - $1.59 for 16 oz. unpopped - 44 cups popped.
4. Golden Flake Popcorn - $1.39 for 10 cups popped.

Placing: 2,3,1,4

Reasons: I place this class of popcorn 2,3,1,4. I placed 2 over 3 because 3 is more expensive than 2. I grant that both can be freshly popped in an electric popper and are unsalted. I place 3 over 1 because 1 is more expensive, already has salt and must be popped in a microwave oven. I placed 1 over 4 because 1 can be freshly popped. I place 4 last because 4 is not freshly popped, is the most expensive and is already salted. For these reasons I place this class of popcorn 2,3,1,4.

Possible Items You Might Judge

What will you judge in competition? Here's a list of possibilities.

Food
____ snacks
____ restaurant menus
____ food items
____ TV dinners

Financial Services
____ checking accounts
____ savings accounts
____ credit cards
____ loans
____ investments

Business Machines
____ calculator
____ computer
____ typewriter

Transportation
____ automobile
____ tires
____ repair services
____ bicycle

Phone Services
____ long-distance services
____ telephone

Insurance
____ car
____ health
____ life

Travel Services
____ luggage
____ sunscreens
____ airfare
____ travel alarm clock

Housing
____ selection
____ renting
____ mortgages

Personal Care Products
____ hair dryer
____ travel iron
____ shampoo

Small Kitchen Appliances
____ popcorn popper
____ sandwich grill
____ toaster
____ blender

Sports Equipment
____ running shoes
____ baseball glove
____ sleeping bag
____ tennis racket
____ football
____ camera

Health Services
____ health fitness center
____ contact lenses
____ exercise equipment

Sound Equipment
____ radio
____ television
____ VCR
____ stereo
____ clock radio

Prepared by
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Special thanks to Peggy Adkins, Extension 4-H Specialist-Curriculum Development; Carol Ness, artist; Debra McTier, Publications Specialist for assistance in producing this manual.

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AN EQUAL OPPORTUNITY EMPLOYER

GEORGIA 4-H **OCTOBER 1988**

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, The University of Georgia College of Agriculture and the U.S. Department of Agriculture cooperating.

4-H CONSUMER JUDGING

A CONSUMER EDUCATION ACTIVITY FOR BOYS AND GIRLS

Consumer Judging is a consumer education activity designed to help teens:

*Make knowledgeable, rational decisions when purchasing goods and services.

*Select, use, maintain and dispose of goods and services in ways that maximize their resources.

*Obtain goods and services to meet needs and reflect lifestyles, personal goals and values.

*Act as responsible consumer-citizens with an understanding of the rights and responsibilities of the consumer, business and government.

ACTIVITY PROCEDURE:

*Enroll in and carry out a 4-H Consumer Education Project.

*Participate in a community and/or county 4-H Consumer Judging Contest.

*At the area contest, judge five classes as described in the Georgia 4-H Consumer Judging Manual. Ten (10) minutes will be allowed to judge each class. Two minutes will be allowed to give oral reasons on the reasons classes.

*Select winners based on the highest individual total score and the county team with the highest total score.

Eligibility: (Boy or Girl)

*Cloverleaf and Junior participants must be in the Cloverleaf or Junior 4-H age group on January 1 of the current year in order to participate.

*Senior participants must be attending classes in 9th grade or above; must have passed 14th birthday and not have passed their 19th birthday on January 1 of current year.

PROJECT AWARDS

Juniors:

Area

*Each participant will receive an award card. The high scoring team at each area contest will be recognized.

*Certificates will be awarded to the highest scoring individuals and team at each area contest.

Seniors:

Area

*Each participant will receive an award card. The highest scoring team in each area will be recognized.

*The top two high teams at each Area Contest will receive a trip to the State 4-H Consumer Judging contest.

*Certificates will be awarded to the highest scoring individuals and team at each area contest.

State

*The ten area winning teams will compete in the State Contest.

*The state winning team will be the highest scoring team at the State Contest and will attend State 4-H Congress for the first night only. They will attend the banquet first night, breakfast next day and then return home.

The Consumer Judging Activity
is sponsored by

National Bank of Georgia

and

The Cooperative Extension Service
The University of Georgia
College of Agriculture

For more information contact your
County Extension Agent

CONSUMER JUDGING
CONTEST REGISTRATION

NAME _____

COUNTY _____

NO. 449

COOPERATIVE EXTENSION SERVICE
University of Georgia
College of Agriculture
Athens, Georgia

1234
1243
1324
1342
1423
1432
2134
2143
2314
2341
2413
2431

Class 3

County _____

No. 449

CONSUMER JUDGING

Cooperative Extension Service
University of Georgia
College of Agriculture
Athens

3124
3142
3214
3241
3412
3421
4123
4132
4213
4231
4312
4321

1234
1243
1324
1342
1423
1432
2134
2143
2314
2341
2413
2431

Class 1

County _____

No. 449

CONSUMER JUDGING

Cooperative Extension Service
University of Georgia
College of Agriculture
Athens

3124
3142
3214
3241
3412
3421
4123
4132
4213
4231
4312
4321

1234
1243
1324
1342
1423
1432
2134
2143
2314
2341
2413
2431

Class 5

County _____

No. 449

CONSUMER JUDGING

Cooperative Extension Service
University of Georgia
College of Agriculture
Athens

3124
3142
3214
3241
3412
3421
4123
4132
4213
4231
4312
4321

1234
1243
1324
1342
1423
1432
2134
2143
2314
2341
2413
2431

Class 4

County _____

No. 449

CONSUMER JUDGING

Cooperative Extension Service
University of Georgia
College of Agriculture
Athens

3124
3142
3214
3241
3412
3421
4123
4132
4213
4231
4312
4321

1234
1243
1324
1342
1423
1432
2134
2143
2314
2341
2413
2431

Class 2

County _____

No. 449

CONSUMER JUDGING

Cooperative Extension Service
University of Georgia
College of Agriculture
Athens

3124
3142
3214
3241
3412
3421
4123
4132
4213
4231
4312
4321

4-H CONSUMER EDUCATION PROJECT — JUNIOR CONSUMER JUDGING

Donor of Awards First American Bank

Objectives

TO HELP TEENS

1. Make knowledgeable, rational decisions when purchasing goods and services.
2. Select, use, maintain and dispose of goods and services in ways that maximize their resources.
3. Obtain goods and services to meet needs and reflect lifestyles, personal values and goals.
4. Act as responsible consumer-citizens with an understanding of the rights and responsibilites of the consumer, business and government.

Project Procedure

1. Enroll in and carry out a 4-H Consumer Education - Consumer Judging Project.
2. Participate in a community and/or county 4-H Consumer Judging Contest.
3. At the area contest, each county may have a mixiмum of ten Junior (Cloverleaf and Junior age group) contestants. The total score of the high three members will constitute the team score. Counties wishing to have two separate teams must designate them before the contest. Contestants from a county with less than three entries may participate as individuals.
4. Cloverleaf and Junior participants must be in the Cloverleaf or Junior 4-H age group (5th-8th grades) in the current school year in order to participate.
5. At the area contest, Juniors will be required to judge five classes.
6. Juniors will give oral reasons on one class.. Use of notes for giving reasons is not allowed.

Project Awards (Boys and Girls)

Area

1. Each participant will receive an award card.
2. The area winning team will be the county team with the highest total team score (sum of the three highest individual scores per county).
3. Ties will be broken as follows:
   a. reasons score
   b. class 5 score
4. The highest scoring team at each area will be recognized. Each team member will receive an award.
5. Certificates will be awarded to the high individuals and team at each area contest.

4-H CONSUMER EDUCATION PROJECT — SENIOR CONSUMER JUDGING

Donor of Awards First American Bank

Objectives

TO HELP TEENS:

1. Make knowledgeable, rational decisions when purchasing goods and services.
2. Select, use, maintain and dispose of goods and services in ways that maximize their resources.
3. Obtain goods and services to meet needs and reflect lifestyles, personal values and goals.
4. Act as responsible consumer-citizen with an understanding of the rights and responsibilities of the consumer, business and government.

Project procedure

1. Enroll in and carry out a 4-H Consumer Education/Consumer Judging Project.
2. Enter a community and/or county 4-H Consumer Judging Contest.
3. Each county may enter a maximum of ten Senior members in the Area Contest. The total score of the high three members will constitute the team score. Counties wishing to have two separate teams must designate them before the contest. Participants from a county with less than three entries may compete as individuals.
4. All participants in the area contest for Seniors must be in the 9th grade or above during the current school year and must not have passed their 19th birthday on January 1 of current year.
5. At the area and state contest, Seniors will be required to judge five classes.
6. Seniors will give oral reasons on two classes. Use of notes for giving reasons is not allowed.

Project Awards (Boys and Girls)

Area

1. Each participant will receive an award card.
2. The area winning team will be the county whose team has the highest total team score (sum of the three highest individual scores per county).
3. Ties will be broken as follows:
   a. total reasons score (classes 4 and 5)
   b. reasons score for class 5
   c. reasons score for class 4
4. The highest scoring team at each area will be recognized. Each team member will receive an award.
5. The two teams with the highest score at each Area Contest will receive a trip to the State 4-H Consumer Judging Contest.
6. Certificates will be awarded to high individuals and team at each area contest.

State

1. The two highest scoring teams at each area contest will compete in the State Contest.
2. The state winning team will be the highest scoring team in the State Contest.
3. Each of the members of the state winning team will:
   a. receive an award.
   b. become a Master 4-H'er.
   c. receive a trip to State 4-H Congress for the first night only, attend banquet first night, breakfast next day and then return home.
4. Certificates will be awarded to the high individuals at the state contest.

Special Regulations

1. Members of the state winning team are not eligible to compete in the contest again.

CONSUMER JUDGING RESOURCES

I. Available from Audio-Visual Library

1. Consumer Judging Slide Set #580
   An overview of principles to consider when judging consumer goods and services.

2. Consumer Judging Promotional Video #V2-024
   Two part video for use in promoting Consumer Judging and training 4-H'ers. Part I: 5 minute promotion. Part II: 15 minute training on how to judge consumer items.

II. Available from Mary Ellen Blackburn

1. **The Shopping Game: The Art of Skillful Buying**

   A multi-media kit designed to teach basic skills that will help anyone become a more intelligent consumer. The kit is based on the assumption that each consumer will be called upon many times to purchase necessities and luxury items about which he or she knows little. No one person can know all the complexities of furniture, housing, automobiles, clothing, food, personal services and appliances. Specific information about any product category gained now will very likely be outdated in a few years. **The Shopping Game** teaches a system of shopping that will enable a consumer to be informed about the product under consideration and to avoid the traps of the marketplace that often lead to frustration and wasted money.

   The Shopping Game does not provide specific information about shopping for any particular product; it does provide users with tools they can use to find whatever information they need to make a wise purchase.

   CONTENTS: The Shopping Game: The Art of Skillful Buying contains: Two color, sound filmstrips with cassette narration, one deck of "Consumer Research Projects" cards, 45 perforated cards used in playing "The Shopping Game," one black line form for a spirit master titled, "A Critical Guide to Local Stores," 35 copies of "A Guide to Winning the Shopping Game," a teaching guide and container for all the components.

2. **Weasel Words and Other Language Traps**

   Weasel Words and Other Language Traps has as its prime objective, the teaching of language awareness. The filmstrip and exercises promote the critical analysis of persuasive language and the ability to distinguish between what is really said (or written) and what the communicator hopes readers will believe. Attention to details in language is as important to understanding as a knowledge of vacabulary and grammer. Without such awareness, the illusion of truth can easily pass for truth itself.

   On a practical level, **Weasel Words and Other Language Traps** teaches care in reading advertising and the language of buying and selling. It provides instruction and practice in distinguishing mere puffery from useful product information.

3. **How To Read Ad Claims (Computer Program)**

   How To Read Ad Claims teaches the careful reading of advertising claims with special attention to so-called "weasel words." Weasel words are qualifiers that often give added "sizzle" to a product. They are not lies, but they can mislead the careless reader or listener.

   Weasel words are used so often they tend to become "invisible." We see the words "up to 40% off" but think "40% off." The weasel "up to" becomes invisible and therefore gains the power to influence our buying decisions.

   This self-directed computer program serves to remind consumers of the power of these small words and phrases.

4. **Adbox**

Adbox is designed for students in language arts, consumer education or psychology courses. It helps teach a critical attitude toward attempts to manipulate feelings and attitudes through advertising.

Any thorough study of advertising is necessarily cross-discipline-psychology, values and morality, semantics, critical thinking and logic, and even literary interpretation are all involved.

III. Magazines

Consumer Reports
Subscription Department
Box 53017
Boulder, Colorado 80321-3017

Penny Power
Subscription Department
Box 51777
Boulder, Colorado 80321-1777

Current Consumer and Lifestudies
General Learning Corporation
60 Revere Drive
Northbrook. Illinois 60062-1563

IV. Catalogs

Sears

JC Penney

Montgomery Ward

Spiegal

Service Merchandise

Write for free copy:

Lands' End, Inc.
1 Lands' End Lane
Dodgeville, WI 53595

LL Bean
Freeport, Main 04033
1/800-221-4221

Eddie Bauer
Fifth & Union
P.O. Box 3700
Seattle, WA 98130
1/800-426-8020

Cabela's
812 13th Ave.
Sidney, Nebraska 69160
1/800-237-8888

REI
Seattle, Washington
1/800-426-4840

4-H MEETING LESSON PLAN

Consumer Judging
Project Name

CLOVERLEAF / JUNIOR / SENIOR
(Circle One)

TITLE OF ACTIVITY: CONSUMER JUDGING PRINCIPLES

OBJECTIVES: TO HELP TEENS LEARN HOW TO:

-Make knowledgeable, rational decisions when purchasing goods and services.

-Select, use, maintain and dispose of goods and services in ways that maximize their resources.

-Obtain goods and services to meet needs and reflect lifestyles, personal values and goals.

-Act as responsible consumer-citizens with an understanding of the rights and responsibilities of the consumer, business and government.

APPROXIMATE TIME: 1 hour

SUPPLIES / MATERIALS / PROPS		VISUALS:
Consumer Profile Questionnaire	:	
Slide Projector	:	Slides
Pencils	:	
Posters/flip chart/markers	:	

ATTACHMENTS: Consumer Profile Questionnaire

THIS PACKET WAS DESIGNED BY: Mary Ellen Blackburn
Doris N. Hall

Narration	Visuals	Participation
When was the last time you made a decision? What was the decision you made? How did you decide? Was it an important decision? Did you make the right choice? If you could do it over again, would you make a different decision?		Students discuss some of their most recent decisions and what steps they went through in order to reach a decision.
To think more about yourself as a consumer, fill out the Consumer Profile.		Students complete Consumer Profile and keep it for their own use.
There's a lot involved in making a decision. probably more than you realize. Many times we make decisions because we need something, (or <u>think</u> we need something). Other times our choices are based on what we would like, and our likes are influenced by a great many factors.		
When we talk about our <u>needs</u>, these are those <u>things</u> that are essential to us to live. They include:		
1. Survival - food, clothing, shelter	Slide	
2. Safety and security - physical, economic		
3. Social needs - sense of belonging		
4. Self-esteem - sense of self-respect. worthiness		
5. Fulfillment - use of talents and creativity; meeting through your own		

efforts		
Our wants or desires, on the otherhand, are those ideas or things which are not necessary or essential to us. There are several factors which influence our wants or desires and help create our own lifestyle. They include:		
1. Values - those ideas that are important to us	Slide	
2. Goals - the aims or purposes that we decide to pursue. They may be <u>long-term goals</u> (to be achieved in 15 or more years), or <u>short-term goals</u> (those goals we want to achieve in 5 years or less).		
3. Age and sex - Your age determines many of your interests. Preferences are also different between boys and girls. Girls often are more interested in clothes and cosmetics, while boys are geared to cars and sports.		
4. Cultural background - Various cultures develop preferences for clothing, food, music, etc.		
5. Family influence - Preferences often develop as a result of family heritage and opinions of family members. These preferences can often be beneficial, as they are usually based on previous		

experiences, and opinions are given with your genuine interest in mind.

6. Peer pressure - The need for self-esteem is increased as a result of peer pressure, creating the desire for a sense of belonging. The pressure is often met with status symbols which imply financial success.

7. Advertising - Decisions are greatly influenced by ads which seem to meet your own needs and desires. Some are "image builders". These are ads which use famous movie or TV stars to endorse products. When you buy those products. you feel better about yourself because a certain famous person used it. Some use "association" with famous people. such as sports stars. For instance, if you eat a certain cereal, you'll be strong like a popular athlete. Some build on "snob appeal", where only the best will do for you. And others use the "down-home" strategy, appealing to a natural lifestyle. no frills person.

As you can see, there are quite a few influences which create desires beyond your basic needs.

What may be a need to one person may be a want to another person.		
Lets look at some items and give some examples of when the item might be a need for one person and a want for another:		
1. Car 2. Glass of water 3. Bicycle 4. Television 5. Telephone 6. Boat	List on poster or flip chart	
As you can see, one person's needs and wants can differ from another person. It's also very easy to make ourselves believe that some of our wants are truly our needs. This is called "rationalization". Think about the last item of clothing you bought. When you bought it did you think of it as a need or a want? If you thought of it as a need, does that mean that it was essential for your to stay alive? Are there ways that you could have gotten along without it?		
Having wants are great, as long as you realize that it is simply that - something you want or prefer to have, rather than something you have to have.		
As a consumer, it s important to consider your needs and wants as you make decisions on purchases. There are several steps that you can go through in order to		

evaluate your decision before it's made. This is called "The Decision-Making Process".		
First, 1. Think through the situation. 2. Know what your resources are. 3. Find out about your options - what do you have to choose from? 4. Gather information on the various options. 5. Select the option that best suits your needs.	Slide	
We've already discussed some of the reasons you may have for making a purchase.		
When you consider your resources, consider such things as how much money you have to spend, any skills you have which could be used to make, rather than purchase an item, how much time you have available, etc.		
Then consider your options. The marketplace is full of a seemingly endless number of choices available to you. Even the types of places to shop seem endless sometimes, particularly in large cities. What are some places or ways to shop?	List on flip chart as students name some	Students name various sources
(Include: 1. Department stores 2. Variety stores 3. Discount stores 4. Specialty shops 5. Shopping centers/	Slide	

malls 6. Factory outlets 7. Mail-order catalogs 8. Home parties 9. Classified newspaper ads 10. Garage/yard sales 11. Second-hand merchandise stores 12. Convenience stores 13. Door-to-door salesmen)		
After you have considered your options on sources for the product. then you need to gather information about the various products available. In order to compare some points to inquire about are: 1. Quality - Check construction, features, etc. 2. Cost 3. Availability - Is it in stock or does it need to be ordered. 4. Ready to use, or some assembly required? Does it take skill or special equipment. 5. Warranty/guarantee - A warranty should be written. 6. Reputation of the dealer. 7. Special features 8. Ingredients 9. Special needs	Slide	
To find out the most you can about products you are comparing, consider using several sources for possible information. What are some ways that you can find out about a product?	List sources students name on poster, flip chart, flash cards.	Students name various sources.

(Include:		
1. Family/friends	Slide	
2. Advertising		
3. Informational product brochures		
4. Catalogs		
5. Magazine/newspaper articles		
6. Consumer product-testing organizations: (Consumers Union which publishes Consumer Reports and Consumer Research, which publishes Consumer Research Magazine.		
7. Stores		
8. Warranties/guarantees:		
9. Seals of approval		
10. Manufacturers		
Teenagers spend about 40 billion dollars every year in the United States. Businesses know that in order to sell many of their products, they need to appeal to teenagers. So they do it through advertising. Have you ever noticed how many advertisements try to influence you through emotional appeals? Some of these include:		
1. The desire to be liked and accepted	Slide	
2. The desire to be attractive, especially to the opposite sex (sex appeal)		
3. The desire for the new or different		
4. The desire for pleasant associaton		
5. The desire to avoid fears and feelings of insecurity		
6. The desire to be "in" or popular		

7. The desire for success and independence: 8. The desire for status: 9. The desire to save money 10. The desire to prove maturity 11. The desire for safety and security		
You may find other emotions, hidden desires or even fears that influence your selection of goods and services. Think for a moment. Why do you buy mouthwash or toothpaste or deoderant? Why do you buy the brand you buy? Emotions, hidden desires and fears do influence our purchases.		
Photography or artwork also plays an important part in much advertising. It may be used effectively to illustrate the product or service being sold. It is often only remotely related to what is being sold, and instead, serves as an "attention getter" through subtle emotional appeals. As a teen you are a target for much advertising.		
Lets look at some ads. What are they trying to sell? What emotions are they playing on?	Slides or give list below of ad slogans.	Students respond to various ad illustrations or slogans.
Ad Slogans Discuss in your group how the following ads appeal to the buyer's inner desires to be happy?		
1. Coke adds life. This slogan is telling us that drink-		

	ing a soft drink will add stimulation, excitement, and meaning to your life.	
2.	Building a better way to see the USA. This slogan not only sells a car, but it also sells patriotism, success, travel, and freedom. If you buy a Chevrolet, all this will be yours.	
3.	The breakfast of champions. This slogan tells us that winners eat Wheaties for breakfast. Regardless of who you are, if you want to be a winner, eat Wheaties.	
4.	It lets me be me. This Clairol slogan tells us that using this product allows the buyer to be beautiful, attractive to members of the opposite sex, and natural. The advertiser suggests that to become more spontaneous, sincere, playful, and realistic, dye your hair.	
5.	A sprinkle a day helps keep odor away. This advertisement tells us that the way to avoid offending others with your body odor is to use Shower to Shower. This advertisement plays on our fears of rejection.	

To intelligently use advertising, you should: 1. realize that most ads tell you about only the desirable qualities of a product. 2. learn to recognize what is not said as well as what is said in an ad in ord er to: obtain useful information from ads. 3. realize that exaggeration or "puffery": is often used in advertising. 4. understand the reasons why you buy certain products.	Slide	
We've discussed several aspects of consumer buying that affect our abilities to be smart consumers. To check yourself, let's consider these questions: 1. Will my personal needs be met? 2. Will the purchase help me meet my long-range goals? 3. Will it save time? 4. Will my family/ friends approve? 5. Will my satisfaction be long or short-term? 6. Will it prevent me from making more satisfying purchases later? 7. Are there other products or services that would be as satisfying? 8. Is the quality equal to or better than my others choices? 9. Will it last as long	Slide	

as the other choices?

10. Is the cost equal to or better than other choices?
11. Is the warranty equal to or better than other choices?
12. Is the manufacturer's/dealer's reputation equal to or better than other choices?
13. Have I gathered enough information to make a good decision?
14. Is this the best choice overall?
15. Do I have money to pay for this product /service?
16. Is much time, effort, money needed for its use, care and upkeep?

As you are deciding among your options, consider the Consumer's Rights and Responsibilities.

The Consumer's Rights

1. The Right to Safety - Consumers should be protected from products which are hazardous to health or life.
2. The Right to Be Informed - Consumers should be protected against fraudulent, deceitful, or grossly misleading information, advertising, labeling, or other practices. Consumers should be given the facts they need to make informed choices.
3. The Right to Choose - Wherever possible, consumers should have

available a variety of goods and services at competitive prices.

4. The Right to be Heard - Consumer interests should be considered when government policy is developed.

Other Rights Include

5. The right of all consumers to have equal access to goods and services which are available.
6. The right to unhindered comparison of alternatives.
7. The right to courteous treatment from dealers, even when a purchase is not made.
8. The right to quality design and workmanship.
9. The right to consumer education.

Just as the consumer has rights, there are responsibilities which should be carefully followed:

The Consumers Responsibilities:

1. Keep up with legislation that affects the consumer.
2. Be courteous and ethical when dealing with sellers.
3. Use information provided by the manufacturer and the government concerning use, care, etc.
4. Report any unsafe products, preventing others from being injured.

4-H MEETING LESSON PLAN

PROJECT NAME: CONSUMER EDUCATION

CLOVERLEAF/JUNIOR/SENIOR:

TITLE OF ACTIVITY: CONSUMER JUDGING

OBJECTIVES: Judging helps 4-Her develop:

Decision-making skills through study to gain knowledge of subject, application of decision-making process and recognition of standards of quality.

Self confidence and skills in verbal expression through identifying reasons for choices, made, using language of comparison, organizing thoughts and ideas in logical order, thinking and speaking spontaneously.

Consumer skills that carry over into other projects and everyday life.

APPROXIMATE TIME: one hour

SUPPLIES/MATERIALS/PROPS:

CLASSES TO JUDGE: Items, situation statement, placing, cuts and scores

Judging Cards

Pencils

Timer or clock

ATTACHMENTS: Example situation statements

THIS PACKET WAS DESIGNED BY: Doris N. Hall, Extension 4-H Specialist
Home Economics and Health
Mary Ellen Blackburn, Extension Home Economist -
Home Furnishings
Darrell Rainey, Extension Artist

NARRATION	VISUALS	PARTICIPATION
Your first judging experience may have been so long ago that you can't recall it. When as the last time that you selected a favorite item from among several choices?		
There are several steps in judging:		4-Hers respond.
1 - Information:		
Be totally informed about the intended use of the item. Learn the parts and their correct names. Be aware of economic differences between characteristics of each item. Compare the advantages and disadvantages of different features.	List steps on poster, flip chart or flash cards	
Now you ar ready to begin judging a class. Four items make up a class. Read the situation statement given to help you determine the needs of the consumer.		
2 - Observation:		
Take your first look at a class from a distance to get a clear overview of the whole class. Look for something that stands out. Then observe each item carefully and evaluate how it meets or fails to meet the requirements necessary for the situation given. As you examine the items, make a mental picture of each.		
3 - Comparison:		
When you judge a class of items, have five items in mind: the four in the class and the ideal item for the person in the situation statement. Recall the most desirable features of the items you have seen, then compare each item with others in the class to establish differences and similarities		
A class of four items may be divided several ways: an obvious top pair, an obvious middle pair or an obvious bottom pair. Or there may be an obvious top item or an obvious bottom item. Or they all may fall into place. Now you're ready to make your decision. Try to "break" the class by finding the easiest placing first. It could be the top item or the bottom one or an obvious top, bottom or middle pair. Don't try to place it on little things; look for the big diferences that affect use and cost.		

NARRATION	VISUALS	PARTICIPATION
4 - Conclusion Rank the items 1-4, assigning them 1st, 2nd, 3rd and 4th places in the order you feel that they would meet the criteria established in the situation statement. JUDGING CARD After you judge a class, the next step is to mark your placing on the official judging card. The card will have the class number and your assigned contest number written in. Add your county's name. Then mark your placing on the correct card by circling the one group of four numbers as your placing. NOTES To organize your reasons a set of short, simple, easy to use notes may help. They are to be used as study aid before presenting reasons to judge. Do not read your notes to judge or refer to notes while speaking; notes should be used only to help you remember the class. REASONS Giving resons separates the lucky guessers from the good judges. Oral reasons are the most valuable part of judging. Giving reasons builds confidence and develops the skill of being able to think and speak on your feet. The purpose of giving reasons is to convince the judge that you saw and evaluated the class correctly. You do this by telling why you placed one item over another. Reasons justify your placing to the judge by explaining where and how one item is better than another using comparative terms. Important points in giving reasons include: 1 - ACCURACY - Tell exactly what you saw. Accurate comparisons convince the judge that your understood the class. You can make perfectly accurate comparisons even when your placing does not agree with the official.	Large judging card.	Write in county name. Mark placing on card.

NARRATION	VISUALS	PARTICIPATION

2 - ORGANIZATION - Bring out major and general points in a logical order. Use a system in organizing and giving reasons. Your system will be determined by the way you placed the class and why. Was there a definite top and bottom item and a close middle pair? Or, was there a definite top pair and a definite bottom pair?

You should train yourself to retain a mental picture of the items and the good and bad points of each.

3 - DELIVERY - present reasons in a pleasing, confident manner that is easy to understand and easy to follow. Speak slowly and distinctly in a conversational tone; speak loud enough to be heard. Speak with sincerity, in complete sentences using correct grammar. Keep the judge interested in what you have to say. The value of your accuracy may be lost if most of what you say doesn't get through to the listener.

Stand several feet from the judge with your feet slightly apart and hands behind your back. Look the judge squarely in the eye, act confident and avoid distracting mannerisms.

4 - COMPLETENESS - bring out all major good and bad points in your reasons. Reasons should be brief. Emphasize the big things. Present the differences first on each pair. Claim strong points for an item - the ones that make one item superior to the other. Then grant the advantages of other item. Be concise and definite.

End reasons with a strong, but concise statement of why you placed the last item last followed by a repeat of the class placing.

5 - LENGTH - should be no more than 2 minutes long. This is adequate time to give well-organized and properly presented reasons.

NARRATION	VISUALS	PARTICIPATIO
6 - TERMS - should be simple, understandable, generally accepted words used to describe consumer goods and services. Knowing what appropriate terms mean and using them correctly is essential when giving good reasons. You must have a good vocabulary of consumer-related terms to give a good set of reasons. Using incorrect terms detracts		

Extra situation examples from Guide to Succ. Mtgs.

Upholstery Fabric on Sofa

Tom just got a new apartment, and is in the process of buying a sofa. He needs help in knowing how to choose a nice upholstery fabric. As he isn't terribly interested in neatness, he wants something that will be easy to care for, and a fabric that his collie won't destroy when he climbs up on it. Tom wants something that will serve his needs for a long while, as he has other interests besides furnishing the apartment. Choose from: 1. cut velvet w/scotchguard 2. glazed chintz, 3 Vinyl.

Bedspread

Cindy loves to study in her room, stretched out on her bed. She is trying to decide on a new bedspread. Obviously she needs something that will be easy to clean, after spilling snacks. She also needs a durable bedspread that can hold up to her cat's claws (he studies with her). She wants a bedspread that will really brighten up her room and be attractive when she has overnight guests as well. She is choosing between: 1. Chenille, 2. Stitch quilted with knitted back, 3. Quilted with woven back.

Clock

John needs a clock in his room. He never remembers to double check things. He has a stereo in his room. He likes to see what time it is during the middle of the night. John is choosing between:
1. Hand wound clock,
2. Electric Alarm Clock,
3. Clock Radio.

Bookshelves

Jennifer needs some additional storage space in her room. Her hobbies include crafts, sewing, and reading. She would like to have something that looks nice and that is also useful. She really can't afford to spend much money, since she will be going to college next year. Her choices are:
1. Crates,
2. Plastic Etergae Shelves,
3. Boards and Brackets,
4. Wall Unit.

Lamps

Suzie is a freshman in college this year. Her dorm room has a large ceiling light, but no light over the bed or desk. Suzie studies frequently late at night and needs a light that she can use at either place. She is choosing between:

1. Clamp-on lamp, 2. Contemporary decorative lamp, 3. Study lamp with moveable arm and adjustable light.

Desk or Hobby Table

Tom is a stamp collector. For years he has been using the kitchen table to work on his hobby after the family has finished with dinner. He would like to purchase a desk or table that he could use in his room, so that he would not have to cart his materials back and forth. Tom's choices are:
1. Wooden desk, 2. Lucite desk or desk with formica top, 3. Metal folding table.

Nutritious Snack

Situation: Pat is planning to have an after-the-game party for some of his classmates and wants to serve fresh popped popcorn. He's planning to use his electric popper and needs to watch his costs carefully. Some of Pat's friends prefer no salt, and some want their popcorn salted.

Class Items:

1. Microwave Popcorn - Betty Crocker - 3 bags @ $2.19 for 24 cups popped.
2. Orville Redenbacher's Gourmet Popping Corn - $2.79 for 30 oz. unpopped - 90 cups unpopped.
3. TV Time Popcorn - $1.59 for 16 oz. unpopped - 44 cups popped.
4. Golden Flake Popcorn - $1.39 for 10 cups popped.

Placing: 2,3,1,4

Reasons: I place this class of popcorn 2,3,1,4. I placed 2 over 3 because 3 is more expensive than 2. I grant that both can be freshly popped in an electric popper and are unsalted. I placed over 1 because 1 is more expensive, already has salt added and must be popped in a microwave oven. I placed 1 over 4 because 1 can be freshly popped. I place 4 last because 4 is not freshly popped, is the most expensive and is already salted. For these reasons I place this class of popcorn 2,3,1,4.

Breakfast Meal Planning

Situation: Stacy is working on a project to include nutritious breakfasts in her diet. Like most of us, she is usually short of time but still concerned about her food being appealing.

Class Items:

1. Hamburger on Bun
   Green Pepper Rings
   Milk

2. Orange Juice
   Toast & Peanut Butter
   Milk

3. Sweet Roll
   Coffee

4. Orange
   Muffin (already baked)
   Soft cooked egg
   Milk

Placing: 2,4,1,3

Reasons: I place 2 over 4 because 2 takes less time to prepare than 4 and 2 has more variety in color than 4. I do grant that both have all 4 food groups represented and that 4 has more variety in texture than 2.
I place 4 over 1 because 4 takes less time than 1 to prepare. I grant that 1 has more eye appeal and more variety in texture. Both have all 4 food groups.
I place 1 over 3 because 1 is more nutritious than 3. 1 has more eye and texture appeal than 3. Grant 3 takes less time to prepare than 1.
I place 3 last. 3 is not nutritious. 3 does not have much eye appeal. Grant 3 takes the least preparation time.
Therefore I place this class 2,4,1,3.

Record Album

Situation: Kay's favorite singer is Whitney Houston. She wants the album entitled "Whitney Houston". Today is Monday; Kay needs the album for her party Friday night. She has $8.00 to spend and several choices of where to purchase the record.

Items:

1. Department Store: $7.99
2. Record Club, Mail Order: $5.98 (six days required for delivery of order)
3. Record Shop: (dollar sale) $8.99 plus an additional Whitney Houston album, originally priced at $9.98 which Kay does not have. The package consists of $8.99 plus $1.00 for the other record, a total of $8.99
4. Discount Store Sale: $6.99

Placing: 4,1,3,2

Reasons: I placed 4 over 1 because the discount store album was less than the same album at the department store. I grant that the discount store's policy of returning defective items should be checked.
I placed 1 over 3 because Kay only needed the one album even though it would be a bargain price since each record would cost about $4.50. In order to purchase the record, she would have to borrow some money from her parents, leave something else out that she had planned for her party, or forego purchasing another album by another group that she may want at a later date.
I placed 3 over 2 because there wouldn't be enough time to receive her order before the party. I grant that 2 would cost less through the record club mail order.
Therefore I place this class of record albums 4,1,3,2.

Tablesetting

Situation: Mary's mother has given her dishes and silverware and asked her to set the table for lunch.

Mary knows that to set the table properly she must place the plate in the middle of the placemat. She also remembers that the knife is placed to the right of the plate with the cutting edge facing the plate and that spoons go to the right of the knife with the bowl up. Forks should be placed to the left of the plate with tines up and a salad fork is placed to the left of the dinner fork. Mary wants to have the plate and silver about 1 inch from the table edge.

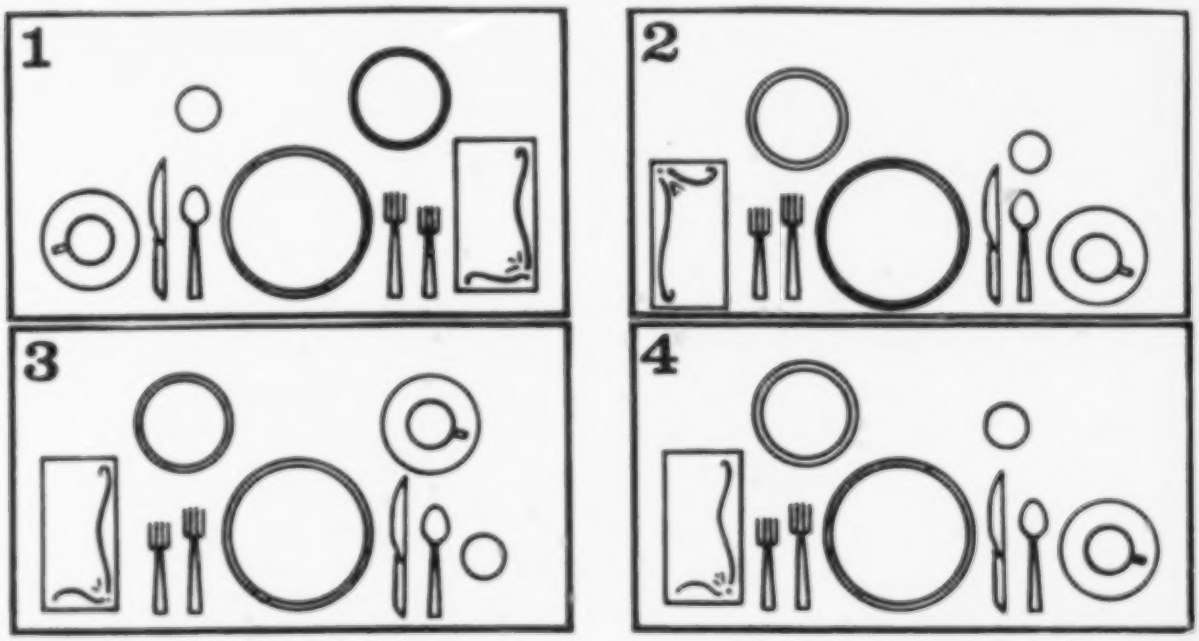
Since each person will have either milk or water, Mary will place one glass at the top of the knife. The cup and saucer will be put to the right of the spoon. For convenience, the napkin should be placed to the left of the fork with the fold away from the plate.

A molded salad will be served on a salad plate placed just above the forks.

The menu that Mary's mother is serving is:

Pizzaburgers
Buttered Corn
Molded Lime Gelatin Salad
Milk or Water and Coffee

Class Items:



Placing: 4,3,2,1

Reasons: I place this class of tablesettings 4,3,2,1. I place 4 over 3 because everything is placed properly. The plate is in the middle with the knife and spoon on the right and forks on the left. The salad fork is left of the dinner fork. They are about 1" from the edge. The beverages are correct and the napkin is at left of forks with fold on left. The salad plate is above napkin.
I place 3 over 2 because it is the correct placement of 1" from edge. The napkin is folded correctly in # 3. However, I grant that the beverage placement in # 2 is better.
I place 2 over 1 because dishes and silverware are in proper order.
I place 1 last because everything is backward.
For these reasons I place this class of tablesettings, 4,3,2,1.

Sleeping Bag

Situation: You occasionally need a sleeping bag in summer for short, less than 5 mile backpacking trips, and for spring and fall tenting. You are likely to continue this as part of your lifestyle. Winter camping for you, however, is out. You are less than six feet tall and not allergic to anything. You can only afford one sleeping bag, so this one must also serve as a "bedroll" for indoor slumber parties and sleeping indoors at the heated hunting cabin.

You also don't expect to have this bag cleaned often. How would you rank the four sleeping bags to best suit this situation? All four choices are found in catalogs. You must make your decision based on the information given.

Items:

1 - Sears Sale Catalog
- 33" x 75"
- 3 lbs. polyester insulation
- nylon taffeta shell
- polyester flannel lining
- machine washable
- $39.99 $19.99

2 - Sears Spring/Summer Catalog
- 33" x 78"
- 3 lbs. Dacron Hollofil II polyester insulation
- nylon oxford outer shell
- quilted polyester and cotton lining
- storage sack
- machine washable
- $69.99

3 - L. L. Bean
- 33" x 74"
- 3 lbs. DuPont Hollofil 808 polyester insulation
- storage sack
- nylon oxford outer shell
- nylon tricot lining
- machine wash and dry
- $42.00

4 - Service Merchandise
- 4 lb. fiber filled
- Colemand brand
- $5 mail-in factory rebate available
- $34.95 $29.97

Placing: 1,3,2,4

Table Cover

Situation: The 4-H club needs a table covering for their standard size card table. Since the covering will be used both for demonstrations and serving, it must be easy care. They have $7.00 to spend.

Items: 1 - 54" x 54" vinyl tablecloth, $3.00
2 - 54" x 54" permanent press tablecloth, $9.00
3 - set of 4 12" x 20" grass mats @ $1.25 each
4 - burlap table runner 18" x 72", $12.00

Placing: 1,2,3,4

Reasons: I place 1 over 2 because 1 is vinyl and could be easily wiped; 2 would have to be washed. 1 is less expensive than 2; 2 is over $7.00.
I place 2 over 3 because 2 is washable; 3 is not. I grant that 3 is within the budget.
I place 3 over 4 because the place mats would fit on their table and are within their budget.
I place 4 last because it would not fit the standard size card table, is not washable or easy care and is not within their budget.
For these reasons I place this class of table covers 1,2,3,4.

Breakfast Menu

Situation: John is teaching a 4-H summer class on Better Breakfasts for Cloverleaf and Junior 4-H'ers. He wants to include menus that are nutritious and appealing in color, texture and taste.

Class Items:

1. Cooked Prunes
   Bacon
   Fried Egg
   Toast
   Hot Chocolate

2. Grapefruit half
   Soft cooked Egg on Toast
   Wheat Cereal with Milk
   Tomato Juice

3. Orange Juice
   Scrambled Egg
   Toast with Butter
   Milk

4. Apple Juice
   Pancake with Syrup
   Sweet Roll
   Water

Placing: 3, 2, 1, 4

Reasons: I placed this class of summer breakfast menus for 4-H club members 3-2-1-4.

I placed 3 first and above 2 because 3 most nearly fulfills the requirements for an adequate breakfast. 3 has the three important breakfast foods needed, a Vitamin C fruit, protein, and milk. 3 is attractive, tasty, and easily prepared and is low in cost. 2 has many of these qualities too, but 2 does not have enough milk. There should be at least one glass of milk included, and this amount would not be used on the cereal. 2 also included two Vitamin C foods, and this is not necessary.

I placed 2 above 1 because the soft cooked egg in 2 would be preferred to the two fried foods in 1. 1 does not include a Vitamin C food. Prunes are good but a fruit rich in Vitamin C would be preferred. 1 does not include butter for the toast. 1 does have more milk than 2 but cold milk would be preferred to hot chocolate for a summer breakfast.

I placed 1 above 4 because in 1 eggs and milk are included. 4 has too many sweets. 4 is easily the bottom because it is least attractive, lacks nutritive value, has too many sweets, and lacks three important foods, milk, protein, and Vitamin C.

For these reasons I placed this class of summer breakfast menus for 4-H club members 3-2-1-4.

Study Lamp

Situation: Jon is selecting a study lamp for his built-in desk. The shade bottom should be 15" from the work surface. He would like to select from lamps bearing the Better Light - Better Sight (BLBS) tag. The base should be of good design.

Items: 1 - floor lamp - sturdy wood base, red colonial globes
2 - desk lamp - lighted glass base, shade bottom 24" from surface
3 - desk lamp - 24" high, 9" shade, BLBS tag, metal base
4 - table lamp - 15" from bottom of shade to surface wood with planter

Placing: 3,4,2,1

Reasons: I place 3 over 4 because 3 is a desk lamp. The shade of 3 is correct distance from surface. The base of 3 is of good design.
I place 4 over 2 because the shade on 4 is correct distance from the surface.
I place 2 over 1 because 2 is a desk lamp. 1 is a floor lamp.
I place 1 last because 1 is not a desk lamp. 1 would not be 15" from the work surface. 1 does not have a BLBS tag. I grant that the base is of good design.
For these reasons I place this class of study lamps 3,4,2,1.